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THE MONTHLY BULLETIN

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NORTHWESTERN STATE NORMAL SCHOOL

VOLUME 5

ALVA, OKLAHOMA, JANUARY, 1915

NUMBER 1

"The Nation With Schools Is the Nation With the Future"

Spring Term Begins March First

O-O-O

Summer Term Begins May 24th.

TEACHERS ATTENTION!

The attention of teachers dependent upon county certification for license to teach is especially invited to the following arrangement in the spring term schedule of Northwestern State Normal School, made especially for their benefit. The Laws of Oklahoma prescribe the following subjects for a third grade certificate: Arithmetic, Composition, Civics, Grammar, Geography, Oklahoma History, Orthography, Physiology, Hygiene, Reading, Theory and Practice, United States History, Penmanship, Agriculture, Domestic Science, and Music.

Students entering at the beginning of the spring term may complete any four of the following subjects and, while receiving credit toward graduation from this school for these subjects, they may have them applied on their county certificates: Arithmetic, Civics, Oklahoma History, Orthography, Domestic Science and Music. One-half the necessary work may be done in any of the following subjects, if elected, in lieu of those already mentioned: Composition, Grammar, Physiology, Reading and United States History. These subjects are particularly recommended to the consideration of students contemplating attending here in the spring and summer terms. Agriculture will be offered in the summer term, and for passing it a grade to carry to a county certificate may be obtained in one term. Classes in Theory and Practice adapted to the various intellectual attainments and practical experiences of students are provided throughout the entire school year. These courses will be especially numerous during the summer. Penmanship will be offered if there is a sufficient number of requests for it to warrant the establishment of the class.

The following arrangements should appeal es-

pecially to teachers wishing to secure higher grade county certificates than those they now hold. To the foregoing subjects must be added grades in American Literature and Psychology, in order to secure the second grade county certificate. American Literature is offered as English 58 and 59. Psychology as Education 4 and 5.

Students wishing to devote their spring term to making the necessary credits to raise their certificates from third to second grade rank, and at the same time securing credit toward graduation, may do so as follows: English 58 will be offered for the first six weeks of the spring term in two-hour recitations daily, and English 59, the second term in American Literature, will be offered in the second six weeks of the term under the same conditions. Psychology 4 and 5 may be secured simultaneously in the regular one-hour, five-day, twelve-week courses. Students entering late and before the middle of the term may secure American Literature 59 and Psychology 4 in two-hour, five-day, six-week courses. These classes begin on April 12.

The attention of candidates for first grade county certificates is called to the opportunities offered for pursuing Algebra and Physics in regular classes. A grade in General History for first grade county certificates is secured by obtaining credit in History 94 and 95. These two courses may be taken in the spring term in two-hour, five-day, six-week courses. History 94 will run from the beginning of the term until April 9th, and 95 will begin April 12th and run until the end of the term.

Late comers will find this arrangement of our schedule very convenient for doing complete work in certain of our subjects in residence during the last half of the term, by doubling the daily period of recitation.

SUMMER SCHOOLS

Prof. F. S. Wyatt.

In meeting with the teachers of the state we are often asked concerning the summer school sessions of our state schools. In the minds of a great many of our teachers, especially the rural teachers, there seems to be an opinion that our summer sessions are no more than county institutes conducted by a state school. It is not strange that such an opinion should be more or less prevalent when we come to consider that our summer sessions less than four years ago were a sort of an annex to the eighteen-day county institute; a gastronomic effort to swallow enough facts to get a third grade certificate. We must not confound our present summer schools with those of the past. The normals offer one full term's work during the summer. Credits made during this time must be recognized by the county superintendent. The justice of the above rule will be appreciated when it is understood that the one applying for credit recognition on her certificate has devoted from twelve to thirty-six weeks to the subject as compared to an eighteen-day "pouring in" process of our county institutes. Our state university is alive to the interests of the teachers. This is shown by the school of teaching being made the center of the summer session and Dr. Phelan, director of the school of education, being placed in charge. The opening of the state schools for a summer session by the state board was a plan on their part to give the schools of the state a better grade of teachers and at the same time to get the teachers in line with the new law passed by the last Legislature. This law requires that a teacher to hold a first grade certificate must have had three terms' work in some school of higher learning; two terms for a second and one term for a third.

R. H. Wilson, state superintendent, who has been so enthusiastic in promoting the summer schools, commenting says: "Last year four thousand teachers of the state availed themselves of these opportunities. The number this year will reach six thousand or more." Many teachers

in the state who had given up hopes of ever completing their education are taking advantage of these summer courses and will eventually graduate from one of our state schools. The summer schools, contrary to the custom in most states are conducted without any extra expense to the state, the regular faculty being held for the summer term. If our teachers were forced to leave the state to get the work necessary to comply with the new law, it would cost them thousands of dollars. Many of our teachers say that the summer schools are a real rest in comparison with the county institutes, and that it is an inspiration to get away from the re-hashing of the same old outline year after year and down to real study of the subject.

The present law, with regard to the certification written for the protection of the teachers of our state and which does not go into effect until nineteen sixteen, puts it within reach of all of our active teachers to qualify without any loss of time. It is possible and practical for the teachers throughout the state to take advantage of this work by attending one of the state schools during the summer. As a matter of fact, a large number of county superintendents are encouraging their teachers to do this. Many of them want their Summer Normal school in connection with the summer term in one of the state schools, thus saving expenses to their counties and giving their teachers an opportunity to do real college work. It is hoped that in the near future all teachers who do summer work will take advantage of these opportunities to prepare themselves for better teachers.

THE GIRLS' BASKETBALL SQUAD

Forwards, Beulah Hoffsommer, Gail Sleeth.

Guards: Lina Wyckoff, Ethel Rolf (Captain.)

Centers: Edith Pursell, Cleo Lleyellyn (second center)

Subs: Artha Jones, Nannie Shewey, Della Griffith, Helen Pursell, Ruth Miller, Alma Alexander.

BEAUTIFUL SCHOOL YARDS.

It is a very difficult matter to expect a young student to make material and desirable progress if he is housed in a poorly kept school room and has to play in a school yard which receives perhaps as little attention as the road nearby. In spite of climatic conditions there are many school yards in Oklahoma which are pleasant to look upon. Certainly it is true that boys and girls are happier if they have the opportunity to play on a well-kept school grounds. It is also true that they make better students when beauty surrounds them. Our observation and experience has been that school children will gladly assist an energetic leader in beautifying the school yard.

Get your large boys and girls together and talk this matter over with them. We are certain that your results will be beyond your present expectations. Get your board interested in repairing the fences, painting the outhouses and the school building, if necessary. Suggest to them that the boys will do the work if they will furnish the material. Make arrangements to put out a few trees. Trees will grow in this section of the state if they receive proper care. The boys will be glad to do this. This is the time of year to begin and let every rural teacher in northwestern Oklahoma get interested in school ground improvements.

WHAT A BOY CAN DO.

George C. Stuteville, of Alfalfa county, has been awarded a silver loving cup offered by the Capper Publishing Company, for the highest yield in corn on one acre. His yield was 114 bushels.

Teacher, if you are working in Alfalfa county, or in any other county in Oklahoma, where there is a reasonable chance for raising corn, endeavor to get your students interested in efficient farm work. To teach them that the Sahara Desert is dotted with fertile spots, is good stuff, but such teaching has no value compared with the kind which would start some young man in an effort to raise 114 bushels of corn per acre. This is part of your work.

CIVIC EDUCATION

Your particular attention is called to the civic education series which follows below. This article is the result of much study and research by men who are very competent to work in this particular line.

While rural school teachers may be unable to utilize in their teaching much of the information given here, yet by a thorough understanding of the facts set forth, they will have a larger appreciation of their duty as exponents of civic education. Certainly the wide-awake teacher will be enabled to glean much good from this article. It is recommended, however, principally to city school teachers.

—
Department of the Interior,
Bureau of Education.

CIVIC EDUCATION SERIES—No. 4

Civic Education in Secondary Schools

(An abstract of the Report of the N. E. A. Committee on Social Studies.)

The first preliminary report of the committee on social studies of the Commission of the N. E. A. on the Re-organization of Secondary Education, was published in Bureau

of Education Bulletin, 1913, No. 41. Its secondary preliminary report was submitted at the N. E. A. meeting in July, 1914. Pending publication of a complete report, the essential points of this second report are given in this and succeeding circular letters. The results here presented are tentative and subject to modification in the light of further data and discussion. Criticisms, suggestions, and illustrative material are solicited by the committee.

The committee favors the inclusion of the following social studies in the secondary school curriculum: (1) "Community Civics" in the first year; this to include during a part of the year a "survey of vocations." (2) History; to include (a) European history to the opening of the Eighteenth Century, including American Colonial history; (b) European history since the opening of the Eighteenth Century; and (c) American history since the opening of the Eighteenth Century. The history to comprise at least two units. (3) "Social Science;" to include (a) economics and (b) advanced civics.

The committee takes the position

that the question of number of courses and number of hours devoted to them is secondary to the question of how well they are taught from the point of view of their immediate social or civic value, and how closely they are related to the actual needs of the pupils as members of society.

The committee also recognizes that the civic educational work of the school is not limited to the group of "social studies" and urges that the administrative officers and all teachers co-operate in "socializing" the entire work of the school, not only through the curriculum and the methods of teaching it, but also through the organization and administration of every phase of the school life.

The committee is agreed that the entire group of "social studies" should have a definite "civic" aim—"good citizenship;" and for an adequate "civic education" there is need of an historical background, a "sociological" point of view, and an understanding of certain economic and sociological facts and relations, as well as more or less organized training in "civics" as such.

I. CIVICS.

The committee recommends specific instruction in "civics" at two points in the secondary course of



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study, unless an adequate course in elementary civics is given in the grammar grades. Such elementary school civics has already been successfully introduced in many places, and the committee favors this. But where this has not been done, and perhaps even where it has been done, the committee believes that an elementary course in this subject should be given in the first year of the high school. This course should be of the type known as "community civics."

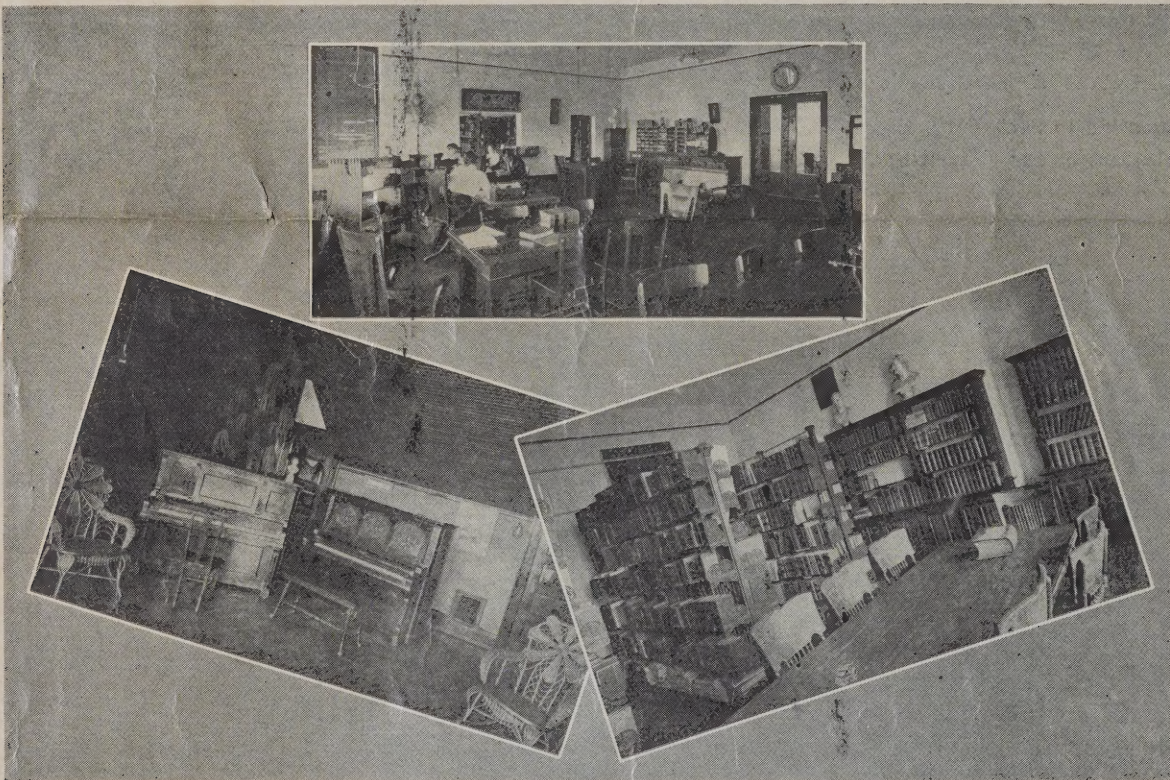
In its first report the committee explained that "community civics is intended to acquaint pupils with the civic condition of their own community. Pupils visit in person and study at close range the vital elements of their city, village, or rural

community interests and community co-operation through government. The study of one's own town may be as lifeless and as devoid of the spirit of community civics as the study of the old-time civil government; while that spirit may be made thoroughly to infuse the study of the State and the Nation."

In short, the idea of "community civics" seems to be, not to set-off by itself a study of facts about the local community, but to develop a community point of view and a community spirit, which involves large emphasis upon the local community, but not to the exclusion of the State or Nation, which are as truly the "pupil's own community" as is the town or village. "Community civics" should give a train-

SPRIT of community civics, the method of approaching a topic, how emphasis is given to government by giving to it a community perspective, and how local, State, and National concepts are included in their relations to each other and to the immediate interests of the pupil:

"An eighth-grade class was studying the health-protective work of the community. The pupils discussed informally what good health means to each one, giving examples from their own experience of the consequence of sickness. They discussed dangers to their own health, such as impure food, water, or air; how they individually care for their own health, or at times are careless of it; how in many cases their health depends not merely on their



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area. Personal visitation and first-hand information are a distinctive feature of the course." In its more recent report the committee repeats but modifies this definition by accepting the following idea: "Community civics does not mean local civics MERELY * * * * *. The significance of the term does not lie in its geographical implications, but in its implication of com-

ing of the greatest practical value to pupils who do not complete the high-school course, and at the same time develop a civic or social point of view as a means of approach to the other "social studies" for those who do remain in school.

The committee endeavors to convey its thought more clearly by concrete illustration. The following example is given to illustrate the

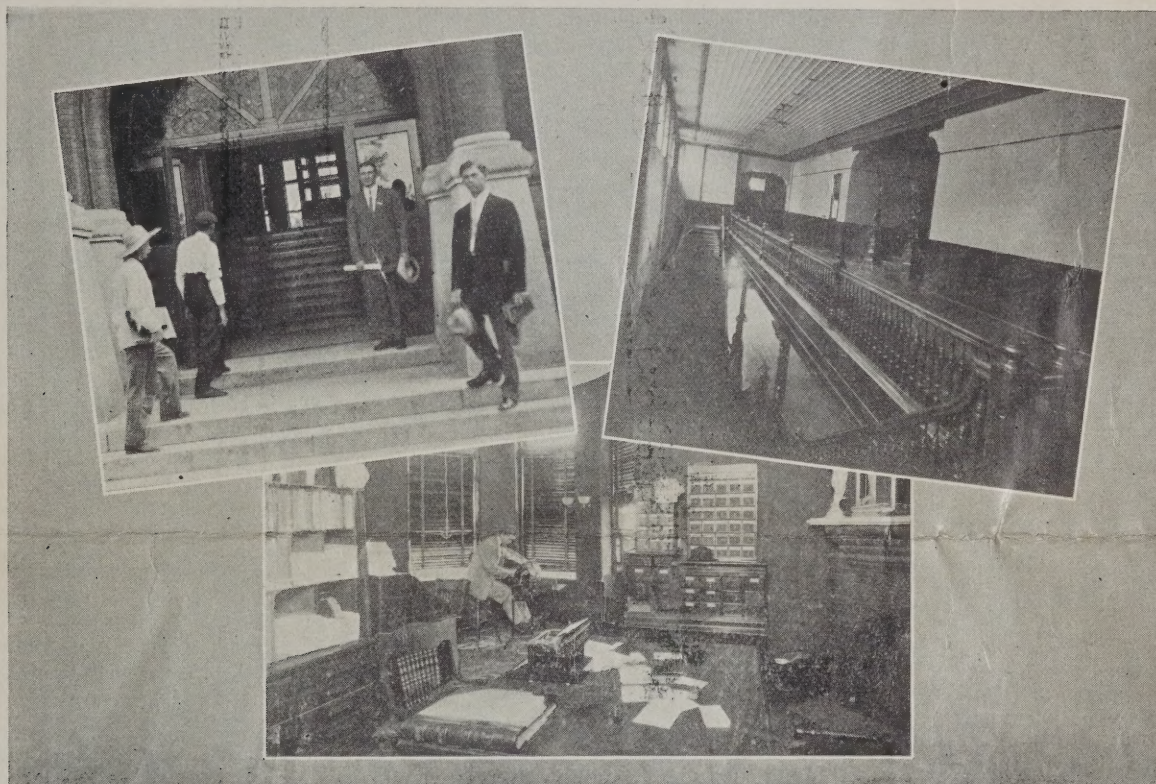
own care, but also on the care of others; and how the danger to health is increased where many people are gathered together. They gave examples of the dependence of each upon others for health protection, as in the case of epidemics, and derived from this the need for co-operation. They illustrated such co-operation in the home and in the school, and mentioned rules existing

in home and school for health protection. They gave examples of neighborhood co-operation, such as for clean yards, alleys, and streets. After observation and inquiry they reported on actual menaces to health in their own city, and made the logical deduction regarding the necessity for co-operation on the part of the entire city to avoid these

boy asserted that 'it passes pure-food laws.' Another objected. 'No, the National Government makes the pure-food laws.' At once the horizon was broadened, the question why the National Government acts in a case like this was discussed, and the relation of the great packing house (for example) to the common health interests of the en-

hands of the pupils. Endeavor is made to have a few yards of model road built near the school house.

A—1. Study and report on condition of roads in the community. Draw a map of the community indicating roads. Which are dirt roads, rocky roads, other kinds. Which are well graded, well crowned? Note side ditches; are they ade-



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dangers. This led to a thorough discussion of how the city government provides the means for such co-operation. They inquired into the methods by which the health department insures pure water for each of their families, provides for the removal of garbage from their back doors, and prevents the spread of contagious diseases. This brought under the review the regulations (laws, ordinances) bearing on these matters, the activities of the various health officers, and how these are supervised by the board of health. The relation of the latter to the people was discussed, as also the responsibility of each citizen for co-operation with the board of health for the common good.

"In a discussion of the various duties of the board of health one

tire Nation, was disclosed. This led to a consideration of other National health interests, and of what the National Government is doing in this field. It also suggested the sphere of State activity, which was in turn related to the interests of the individual and to the activities of the local and General governments."

The committee recognizes that "urban and rural problems differ at so many points as to require a different selection of topics." Prof. J. F. Smith, of Berea College, submitted the following lesson plan on "Country Roads." In this study numerous photographs are used. Walks are taken over good and bad roads for first-hand study. Teacher and pupils actually do a piece of road work. Bulletins regarding road building are placed in the

quote? Note culverts and bridges. Estimate number of miles of roads in the community, public and private.

2. Study road-making material in the community. Note places where limestone is found; sandstone, slate, gravel. Are these materials accessible?

3. Find out cost of hauling in the community. Consult wagoners and learn charges per hundred pounds for freight and farm produce. Can farmers afford to market produce at present cost of cartage? Find out how much freight is hauled into the community annually and compute amount paid for this. How long will wagon and set of harness last on the roads? How long on good roads? Difference in

cost for 10 years? How much could the people who buy supplies afford to spend on road upkeep each year in order to cut down freight rates?

4. Compare cost of hauling here with cost in European countries where the best roads exist. What overtax do the people have to pay? Note that this overtax is in the form of higher prices for household necessities and in smaller profits for farm produce.

B.—Road Building:

Determine kind of roads; the location; grades; how grades affect the haul; the drainage—level and steep roads, side ditches, culverts, subdrainage, crown; actual construction—tools, funds, means employed.

C.—Road Maintenance:

Kind of material to use; regular attention necessary; the tools; the king's split-log drag.

D.—What good roads mean to a community:

The economic problem. How they enhance value of land. Means of communication. Better social life.

Department of the Interior, Bureau of Education.

CIVIC EDUCATION SERIES—No. 5

Civic Education in Secondary Schools

(An abstract of the Report of the N. E. A. Committee on Social Studies—Continued from Civic Education Series—No. 4.)

The following outline prepared by J. Lynn Barnard, Clarence D. Kingsley, and F. W. Carrier as a part of a more complete syllabus which will later be published in full as a bulletin, represents quite closely the committee's conception of the scope of "community civics," bearing in mind that particular topics should always be selected with reference to their applicability to the needs and conditions of the particular class and community. It will be observed how National and State as well as local activities and agencies are included under each topic. It should also be borne in mind that this or any other outline will depend for its success on the method of approach and of treatment. This idea the authors make very clear in their complete syllabus. The lesson plans given in Circular No. 4, also illustrate the significance of method:

1. Health as an Element of Welfare

(a) Pure air; ventilation of build-

ings, suppression of smoke and gas nuisance, tenement house laws and inspection, cleanliness of outbuildings. (b) Pure water; wells and water system, stream protection and filtration, sewage disposal. (c) Pure food; food and drug laws, school lunches, inspection of markets, dairies, slaughter-houses. (d) Exercise; gymnasiums, playgrounds, athletic fields. (e) Cleanliness; public baths, disposal of household waste, street cleaning. (f) Contagion; medical inspection in schools, school nurses, quarantine, vaccination, insect extermination. (g) Regulation of working hours and conditions; properly equipped schools (desks, lighting), factory legislation and inspection, child-labor legislation and inspection, consumers' league, child-labor associations. (h) Miscellaneous; ambulance service, hospitals and dispensaries, vital statistics, baby-saving campaigns.

2. Protection of Life and Property.

(a) Accident prevention; in transportation, in industry, from floods and washouts. (b) Police. (c) Fire protection. (d) Forest rangers. (e) Lighthouses and buoys and life-saving stations. (f) Militia and State constabulary. (g) Army and Navy. (h) Courts. (i) Legal aid societies. (j) Patents and copyrights.

3. Recreation.

(a) School recess, playgrounds, athletics, gymnasiums. (b) Extended use of schoolhouses. (c) Public baths, recreation piers, dance halls. (d) Concerts, theaters, moving pictures, circuses. (e) Botanical and zoological gardens, libraries, museums and art galleries. (f) Clubs and associations; boy scouts, camp-fire girls, Y. M. C. A., social settlements.

4. Education.

(a) Schools (of all kinds.) (b) Chautauquas, reading circles, lectures, classes for immigrants. (c) Y. M. C. A., settlements, civic clubs, debating clubs. (d) Libraries, museums and art galleries. (e) Theaters, moving pictures, newspapers, periodicals. (f) Public education associations, home and school associations, educational foundations, U. S. Bureau of Education.

5. Civic Beauty.

(a) Lawns and shade trees, appearance of dwellings. (b) Streets. (c) Vacant lots, clean-up days. (d) Park ways and boulevards, water

fronts, parks. (e) Smoke abatement, elimination of billboards, suppression of unnecessary noise. (f) Public and private architecture, care of public buildings. (g) Preservation of natural beauty. (h) Town or city planning.

6. Wealth.

(a) Producing; natural resources, artificial resources, labor supply, available capital. (b) Getting; minimum wage laws, labor conditions, labor unions, accident insurance, pensions, standardization of weights and measures. (c) Spending; family budgets. (d) Saving; school banks, postal savings, savings banks, investments. (e) State and National aids to industry; State bureau and commissions, State universities, Federal departments and commissioners, Interstate Commerce Commission. (f) Voluntary organizations aiding industry; boards of trade, chambers of commerce, manufacturers' associations, etc. (g) Conservation of natural resources.

7. Charities.

(a) Prevention of poverty; wage laws, education, employment bureaus, vocational guidance, safety devices, workmen's compensation laws, age and service pensions, regulation of liquor traffic, schools for defectives. (b) Care of dependents; asylums, homes for aged and infirm, hospitals, outdoor relief (of all kinds.)

8. Order in Society.

(a) Rules and laws; school regulations, local ordinances, State and National laws, international laws. (b) Penalties for infraction of law; parental and truant schools, reform schools and reformatories, jails and prisons, labor colonies, probation and parole. (c) Agencies for law enforcements; courts.

9. Communication and Transportation.

(a) Mail service, parcel post and express, telephones, telegraph. (b) Highways and bridges, trolleys and railroads, water communication.

10. Migration.

(a) Fairs and agricultural exhibits. (b) Corporation labor agents. (c) State employment bureaus. (d) Colonization societies. (e) Immigration societies. (f) Immigration Inspection Service. (g) Steamship companies. (h) Schools and classes for immigrants.

11. How Public Agencies are Financed.

(a) Budget exhibits. (b) Appro-

priations. (c) Sources of revenue. (d) Assessment of taxes. (e) Expenditures. (f) Auditing.

12. How Public Agencies are Conducted.

(a) Civic education of voters. (b) Nomination and election of officers. (c) Governmental organization. (d) Initiative, referendum, and recall. (e) Short ballot. (f) Civil Service. (g) Commission government. (h) Constitutional conventions. (i) Charters and constitutions.

13. How Private Agencies are Financed and Conducted.

(a) A school athletic association

Advanced or Fourth Year Civics.

The committee is unanimous in urging a course in civics in the last year of the high school of a more advanced type than that of the first year. It is also unanimous in its belief that there should be a course in the elements of economics in this year as an essential basis for effective civic life. These two subjects have been tentatively grouped (see Circular No. 4) under "social science." "The work of the senior year, while apparently divided in half" (economic and civics), "is really a unit, namely: the elements

committee does not seem to have arrived at any very definite conclusion. In its earlier report it stated that "in comparison with community civics, this course stresses the formal elements of civic thought" (see Bulletin, 1913, No. 41.) In the more recent report it is said: "Some of the outlines offered under the first-year civics can be profitably discussed for the first time in the first or fourth year, or used by the same pupils in both grades. With pupils who have not had any civics in the elementary grades or in the first year high school, it will be nec-



REPRESENTING WORK IN DRAMATIC ART.

(b) A public playground association. (c) A social settlement. (d) A charity organization association. (e) A legal aid society. (f) A local newspaper. (g) A board of trade. (h) A hospital. (i) A child-labor association. (j) A consumers' league.

As indicated in the preceding circular (No. 4) the committee favors something in the nature of a "survey of vocations" in close connection with the "community civics." This topic will be discussed in later paragraphs.

of social theory—economic, governmental, sociological—with constant illustration and application to the concrete problems of life. All the community civics and the socialized history that the school has found time for must be drawn upon as a background for this culminating year of social studies."

As to the content of high-school economics, something will be said in later paragraphs. As to the nature of the advanced course in civics aside from the incorporation of a certain amount of economics, the

essary to combine the subject matter of the first year with that of the fourth year * * * When pupils take the first and fourth year civics, the details of topics should be presented in the first year, leaving the more theoretical discussion and brief review for the fourth year."

Further than this the committee does not go in the report submitted last summer. No suggested outlines are given, nor any type lessons to suggest method or content, except as the suggestions for "com-



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munity civics" may be applied to fourth-year work. It is expected that the committee will have something more definite to offer with regard to this part of its programme during the present year.

(At the meeting of the department of superintendence of the N. E. A. at Cincinnati, the committee on social studies will hold an open meeting for the discussion of various phases of its problem on Friday, February 26.)

THE ANNUAL.

One of the largest and most commendable enterprises ever undertaken by the students of Northwestern State Normal is the putting out of a school annual. This task is in charge of the Junior Class. The staff which they have elected is taking hold of this work in a business-like way, and will give Northwestern an Annual which will be difficult for succeeding staffs to duplicate. A list of the members of the staff follows:

Editor-in-Chief, Rachael McClure
Assistant Editor, Vol Crawford.

Business Manager, John McKinley
Assistant Business Manager, Helen Fash.

Literary Editor, Blanche Graves.
Ass't Literary Editor, Doris Vossburgh.

Art Editor, Hazel G. Martin.

Ass't Art Editor, Gladys Julian.

Athletic Editor, Nathan Weeks.

Ass't Athletic Editor, Floyd Bingham.

Organization Editor, Carl Poorman.

Ass't Organization Editor, Justine Harms.

Calendar Editor, Howard Mason.

CORRESPONDENCE DEPARTMENT

Every day we receive inquiries concerning the Correspondence Department. This growing interest is very encouraging. It means that our rural and village school teachers are becoming convinced that Northwestern is trying to give them the very best opportunities to broaden their educational horizon and to become more efficient teachers.

It is safe to say that more than fifty per cent of our rural school teachers have never had any professional instruction. Many of these are thus meagerly equipped as

teachers because of a lack of money and opportunity. Especially is this true of many of those in northwestern Oklahoma, who, after entering the profession, are not paid salaries sufficient to enable them to save up money enough to obtain this academic and professional training.

To such as these, we offer the advantage of our Correspondence Department. By home study and written reports on assigned lessons, under the direction and supervision of a member of the regular teaching faculty of Northwestern, a person may pursue the study of academic and professional subjects. After passing a satisfactory final examination on the subject matter covered by the outlined lessons, he may make a grade toward graduation from this institution. We offer courses in Arithmetic, Algebra, Geometry, Grammar, Composition, American Literature, Ancient, Medieval and Modern History, American History, Oklahoma History, Civics, Psychology, Pedagogy and History of Education.

A fee of five (5) dollars for each course in correspondence is charged. Each course consists of twenty-seven (27) lessons and a final examination.

During the school year of 1913-14, eighty-five of our busy teachers availed themselves of the opportunity to do work through this department. Up to date, February 1st, ninety-four (94) have enrolled with us and are doing very acceptable work.

If by their fruits you may judge the merits of a department, then this, the youngest of Northwestern's departments, is proving itself to be as valuable as any other.

SEED SELECTION.

Agricultural departments have for many years contended and demonstrated, in fact, that poor seed has very much to do with short crops. A very few minutes' conversation with the best farmers in your community will be sufficient to convince them of the necessity of care in the selection of seed. A farmer is a mighty busy man, but yet he is always ready to receive a suggestion when the suggestion has merit and is worth while.

On a small scale you should devise in your class room apparatus

for the testing of corn, kaffir, oats and other seeds that will be used in the spring of the year. Talk to your directors about it. IN FACT GET YOUR COMMUNITY TALKING ABOUT THE NECESSITY OF SEED TESTING. Make your patrons believe that you are interested in their welfare, and you must be interested in their welfare.

GAMES PLAYED BY GIRLS' BASKETBALL TEAM.

At Alva, Waynoka vs. N. W. S. N., Waynoka 12; N. W. S. N. 24.

At Alva, Aline vs. N. W. S. N.; Aline 15; N. W. S. N. 8.

At Cherokee, Cherokee vs. N. W. S. N.; Cherokee 7; N. W. S. N. 9.

At Edmond, Central vs. N. W. S. N.; Central 13, N. W. S. N. 19.

At Aline, Aline vs. N. W. S. N.; Aline 13; N. W. S. N. 16.

At Alva, Edmond vs. N. W. S. N., Edmond 14; N. W. S. N. 29.

THE TEN AGRICULTURAL COMMANDMENTS.

1. The removal of all surplus water on and in the soil.

2. Deep plowing; and in the South a winter cover crop (oats, wheat, etc.)

3. The best seed, including variety and quality.

4. Proper spacing of plants.

5. Intensive cultivation and systematic rotation of crops.

6. The judicious use of barnyard manure, legumes, and commercial fertilizers.

7. The home production of the food required for the family and for the stock.

8. The use of more horsepower and better machinery.

9. The raising of more and better stock, including the cultivation of grasses and forage plants.

10. Keeping an accurate account of the cost of farm operations.—From "General Education Board, 1902-14."

FEES.

A fee of \$2.00 per term is charged students for incidentals, lyceum, debate, athletics, etc., and announcement made in the literature of all the schools.

Passed by the State Board of Education, December 17, 1914.